

Santee School District



# Local Control Accountability Plan (LCAP)

## *2020 Executive Summary*

### *Board of Education*

Dustin Burns, *President*

Barbara Ryan, *Vice President*

Elana Levens-Craig, *Clerk*

Dianne El-Hajj, *Member*

Ken Fox, *Member*

### *Executive Council*

Dr. Kristin Baranski, *Superintendent*

Dr. Stephanie Pierce, *Assistant Superintendent of Educational Services*

Karl Christensen, *Assistant Superintendent of Business Services*

Tim Larson, *Assistant Superintendent of Human Resources/Pupil Services*

### **Executive Summary**

President’s Message, Vision & Mission Statements, Student Profile .....	2
California’s Eight State Priority Areas.....	3
Santee School District’s Goals .....	3
Status of LCAP Actions/Services Implementation .....	4
Metrics and Data for Eight State Priority Areas .....	10
• Conditions of Learning...11	
• Pupil Outcomes .....	12
• Engagement.....	14
Stakeholder Input Timeline.....	16
Key Terms.....	16

# President's Message

The Santee School District Governing Board is committed to improving student learning, social-emotional wellness, and achievement. As demonstrated in the District Local Control Accountability Plan (LCAP), we continually work to analyze and align these priorities to our allocated State and federal funds. We greatly appreciate and value community input during the annual review of our District's LCAP goals and assessment of progress toward these goals. We know that, through our collective efforts, we can continue to make a positive impact in the lives of our students every day. We truly appreciate the efforts of all our stakeholders in crafting and refining this document.

- Dustin Burns, President  
Santee School District Board of Education

## Vision & Mission Statements

### Vision Statement

*Unlocking the potential of tomorrow by building confident, innovative learners today*

### Mission Statement

*Providing an extraordinary education in an inspiring environment with caring people*

## Student Profile



## California's Eight State Priority Areas



### Areas of State Priority

1. *Basic Services*
2. *Implementation of the Common Core State Standards*
3. *Parent Involvement*
4. *Student Achievement*
5. *Student Engagement*
6. *School Climate*
7. *Course Access*
8. *Other Student Outcomes*

## Santee School District's Board of Education Goals

<b>Goal A</b>	Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.
<b>Goal B</b>	Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community.
<b>Goal C</b>	Improve and/or increase parent participation and engagement in their child(ren)'s learning process in preparation for high school and beyond.

# Status of LCAP Actions/Services Implementation

#	Action
1.1	<p>BASE: Provide a core/base program consisting of the following:</p> <ol style="list-style-type: none"> <li>1) Appropriately credentialed and assigned highly qualified classroom teachers for maximum general education school-wide class size average for Grades TK-3 of 24:1 and district-wide class size average for Grades 4 - 8 of 32.1:1</li> <li>2) A Principal for each school; and Vice Principals for schools with Grades 7-8, in accordance with established staffing guidelines</li> <li>3) School office staff in accordance with established staffing guidelines</li> <li>4) School Campus Aides in accordance with established staffing guidelines</li> <li>5) School Instructional Media Technicians in accordance with established staffing guidelines</li> <li>6) School Site (Day) Custodians and Night Custodians in accordance with established staffing guidelines</li> <li>7) Centralized Nursing staff to provide health services for students in accordance with periodic workload distribution analysis and needs assessments</li> <li>8) Sufficient centralized Psychologists to assess the needs of students and assist in the development of Individualized Education Plans (IEPs)</li> <li>9) District level administrators, technology staff, maintenance staff, drivers, office support personnel, specialists, technicians, custodians, and clerks to support business, human resources, and instructional operations in accordance with periodic workload distribution analysis and needs assessments</li> <li>10) Digital network devices and pathways to optimize access to technology resources that support classroom instruction and optimize staff productivity</li> <li>11) Sufficient, standards aligned, instructional materials and resources to meet the Williams Settlement requirements and for students to acquire knowledge necessary for achieving proficiency in Common Core State Standards</li> <li>12) On-going and regular Professional Development opportunities for staff to keep pace with changing requirements, technological advances, and growth expectations</li> <li>13) Sufficient and optimal equipment, furniture, materials, and supplies; and safe, clean, functional facilities maintained in good repair; to support the Base Program</li> <li>14) Centralized services such as electricity, natural gas, water and sewer, phone; both landline and cellular, property and liability insurance, and other professional, contracted, or routine services necessary to support the Base program</li> <li>15) Employee compensation structure and work environment that attracts and retains highly qualified staff</li> <li>16) Sufficient specialized personnel, equipment, instructional materials, and supplies to provide services for students with disabilities in accordance with their Individualized Education Plans (IEP)</li> </ol>
1.2	<p>SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for unduplicated count students and students with disabilities, including English Language Development for English learners</p>
1.3	<p>SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments, including unduplicated count students and students with disabilities; and for teachers and classified instructional staff to support student learning.</p>
1.4	<p>SUPPLEMENTAL: Continue funding a technology reserve to provide sufficient funding for replenishment of teacher devices, classified instructional support staff devices, student devices, and infrastructure equipment as they become obsolete</p>

LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)	2019-20 Estimated Costs	% Complete for 2019-20 Portion	2019-20 Status
x			A	\$64,450,000	100.00%	<p>The core/base program was provided with all 16 enumerated elements with the following changes in service levels:</p> <ul style="list-style-type: none"> <li>• Added 3.0 FTE Gen Ed classroom teachers to reduce class size and combos in Grades 4 - 8</li> <li>• Added 1.0 FTE Language, Speech and Hearing teacher for Special Ed need</li> <li>• Added 1.0 FTE Special Day Class Teacher for Special Ed need</li> <li>• Added 0.50 FTE Adaptive PE Teacher for Special Ed need</li> <li>• Added 8.25 FTE Instructional Assistants for Special Ed need</li> <li>• Added 1.0 FTE Occupational Therapy Assistant for Special Ed need</li> <li>• Added 1.5 FTE Student Support Assistants for Special Ed need</li> <li>• Added 1.0 FTE Bus Drivers for growth</li> <li>• Added 1.8 FTE Bus Attendants for Special Ed need</li> <li>• Increased hours for Night Custodian at 1 school</li> <li>• Increased hours for Student Attendance Clerks at 4 schools</li> <li>• Added part-time Clerk Typists at 2 schools</li> <li>• Added part-time Assistant Mechanic</li> <li>• Eliminated Business Services Coordinator and Added Director, Fiscal Services position</li> <li>• Salary Schedule increase of 3.25% retro to July 1, 2018</li> </ul>
	x		A	\$1,227,000	100.00%	Implemented Professional Development Plan for all staff. Provided new teacher training. Provided specific teacher training for Math and English Language Arts instruction.
x	x		A	\$240,000	100.00%	<ol style="list-style-type: none"> <li>1) Purchased and replaced 6,689 student IPADS and 539 staff IPADS and accessories</li> <li>2) Replaced 149 staff laptops</li> <li>3) Provided new students IPADs with keyboards, cases, and standardized apps and software</li> </ol>
x	x		A	\$820,000	100.00%	\$820,000 transferred to Fund 40. Projected Ending Balance = \$3.6 million

## Status of LCAP Actions/Services Implementation

#	Action
1.5	<p>SUPPLEMENTAL: Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement core curriculum for all students, including unduplicated count students and students with disabilities. Software to include:</p> <ul style="list-style-type: none"> <li>1) Achieve3000 or equivalent</li> <li>2) DreamBox</li> <li>3) Safari Montage</li> <li>4) Schoolnet</li> </ul>
1.6	<p>SUPPLEMENTAL: Provide Teachers on Special Assignment to provide coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the needs of students needing additional support to succeed, including unduplicated count students and students with disabilities</p>
1.7	<p>SUPPLEMENTAL: Convene the Curriculum Leadership Team comprised of Administrators and Teachers, as needed, to inform decision-making regarding adoption of curriculum, curriculum guides, and intervention materials to support unduplicated count students and students with disabilities</p>
1.8	<p>TARGETED: Provide supplemental school personnel for intervention services to improve student learning and academic achievement by increasing monitoring and support for Foster Youth, Homeless, and low socio-economic students</p>
1.9	<p>TARGETED: Provide Bilingual Assistants to schools to support English Learner students in literacy and all content areas</p>
1.10	<p>TARGETED: Operate a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources</p>
1.11	<p>TARGETED: Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for unduplicated count students and students with disabilities</p> <ul style="list-style-type: none"> <li>a) Social/Emotional Learning Curriculum</li> <li>b) Read 180 and System 44 for Students with Disabilities</li> <li>c) RAZKIDS</li> <li>d) Fountas and Pinnel LLI Kits</li> <li>e) LEXIA</li> <li>f) Rosetta Stone for English Learners and Immigrant Students</li> <li>g) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs</li> </ul>
1.12	<p>TARGETED: Provide Language Arts Specialists or Intervention Resource Teachers for each school for personalized learning intervention with students who are performing at lower academic levels, principally directed towards unduplicated count students</p> <ul style="list-style-type: none"> <li>a) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students</li> </ul>

LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)	2019-20 Estimated Costs	% Complete for 2019-20 Portion	2019-20 Status
x	x		A	\$188,000	100.00%	After surveying teachers, adjusted the level of Achieve 3000 service and continued implementation of a comprehensive ELA adoption which includes digital components; continued DreamBox, Safari Montage, and Schoolnet
x	x		A	\$348,000	100.00%	Employing 3.0 FTE Curriculum Resource Teachers
x	x		A	\$23,000	100.00%	Convened the Curriculum Leadership Team to plan for implementation of Social/Emotional Learning curriculum
	x	x	A	\$172,000	100.00%	Schools employing the following supplemental positions: 1) 0.75 FTE Community Liaison 2) 4.5 FTE Instructional Assistants 3) 1.0 FTE Intervention Resource Teacher for the first half of the school year 4) 11.0 FTE EAK and TK Teachers providing intervention services in the afternoon
	x	x	A	\$198,000	100.00%	Employing 12, 3.5 hour Bilingual Assistants; 5.25 FTE total
	x	x	A	\$67,000	100.00%	Provided summer bridge program for 4 weeks (two 2 week sessions) to service 280 students
	x	x	A	\$624,000	100.00%	Schools and Educational Services purchased and provided materials, curriculum, equipment, systems, and software/apps as needed
	x	x	A	\$1,087,000	100.00%	Employing 9.0 FTE Language Arts Specialist or Intervention Resource Teachers; 1.0 FTE per school site

# Status of LCAP Actions/Services Implementation

#	Action
1.13	SUPPLEMENTAL: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten
1.14	SUPPLEMENTAL: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program
1.15	SUPPLEMENTAL: Provide a temporary alternative instructional setting by referral with low class size for at-risk students with significant behavioral issues in order to improve performance on General Education objectives (Santee Success Program or SSP)
2.1	SUPPLEMENTAL: Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives
2.2	TARGETED: Provide Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning needs of students and to work with unduplicated count students, students with disabilities, and parents toward College and Career Readiness a) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities b) Track progress for students who are chronically absent and provide support c) Director Community Collaborative for overseeing mental health/counseling services and social-emotional learning
2.3	SUPPLEMENTAL: Develop and implement a comprehensive student attendance improvement plan to include: a) Director Pupil Services for overseeing attendance improvement and reduction of chronic absenteeism b) Attendance incentives c) Regular data analysis to identify issues early d) Increased focus on chronic absentee students to monitor and track progress e) Increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities f) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals
3.1	SUPPLEMENTAL: Provide workshops, coordinate community resources, and expand use of electronic and face-to-face methods for parents to connect and engage within the school community: a) Director Community Collaborative to oversee improving and increasing parent involvement b) Develop and implement a District APP to improve parent communication and engagement
<b>District-Total</b>	



LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)	2019-20 Estimated Costs	% Complete for 2019-20 Portion	2019-20 Status
	x		A	\$465,000	100.00%	Serving 133 TK students at 6 of the 9 district school sites
	x		A	\$183,000	100.00%	Serving 128 EAK students at 6 of the 9 district school sites
	x		A	\$105,000	100.00%	Serving SSP students for varying lengths of time, as needed
x	x		B	\$13,000	100.00%	Schools provided behavioral improvement programs, school connectedness endeavors, and student well-being initiatives as needed
	x	X	B	\$802,000	100.00%	1) Employing 7.0 FTE Counselors/Social Workers 2) Two Director level positions providing additional oversight and increased tracking, monitoring, and support implemented
			B	\$87,000	100.00%	Director researches and implements various best practices for improving student attendance and reducing chronic absenteeism; continued implementation of more robust monitoring and tracking system; Site Administrators developed and implemented various attendance incentive programs
x	x		C	\$62,000	100.00%	Schools provided workshops for parents on digital citizenship and literacy as well as science, reading, and mathematics family nights and other community building activities to increase parent engagement
				<b>\$71,161,000</b>		

# Metrics and Data for Eight State Priority Areas

	Santee School District Enrollment				State of California Enrollment			
	2016-17	2017-18	2018-19	Change between 2017-18 & 2018-19	2016-17	2017-18	2018-19	Change between 2017-18 & 2018-19
Total Enrollment	6,761	6,788	6,826	38	6,228,235	6,220,413	6,186,278	-34,135
Percent of Students Socio-economically Disadvantaged	40.66%	42.20%	41.30%	-0.90%	59.80%	61.60%	60.90%	-0.70%
Percent of English Learners	8.95%	9.60%	9.50%	-0.10%	21.40%	20.90%	19.30%	-1.60%
Percent of Students with Disabilities	11.51%	12.40%	13.60%	1.20%	10.90%	11.50%	11.70%	0.20%

2019 California School Dashboard - Santee School District					
State Indicators	All Students	English Learners	Low Income	Students with Disabilities	Foster Youth & Homeless
Chronic Absenteeism	Green	Orange	Yellow	Yellow	Orange
Suspension Rate	Orange	Orange	Orange	Orange	Red
English Learner Progress	N/A	N/A	N/A	N/A	N/A
English Language Arts	Yellow	Orange	Orange	Orange	N/A
Mathematics	Yellow	Orange	Orange	Orange	N/A

Lowest Performance Highest Performance

California School Dashboard - 2019 Santee School District - Greatest Needs		
State Indicators	Student Group and Performance Level	
	ORANGE	RED
Chronic Absenteeism	English Learners and Foster Youth	None
Suspension Rate	English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White	Foster Youth and Homeless
English Language Arts	African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities	None
Mathematics	African American, English Learners, Hispanic, Homeless, and Students with Disabilities	None

Lowest Performance Highest Performance

California School Dashboard - 2019 Santee School District - Performance Gaps		
State Indicators	Student Group and Performance Level	
	Green	Orange
Chronic Absenteeism	All Students	English Learners and Foster Youth
	Performance Color 2 Level Gap 	

Lowest Performance Highest Performance

<b>Conditions of Learning</b>					
<b>1. Basic Services</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Change between 2017-18 &amp; 2018-19</b>	<b>Comments</b>
Credentialed Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2018-19 Target
Highly Qualified Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2018-19 Target
Credentialed Teacher Teaching Outside of Subject Area Rate	0.0%	0.0%	0.0%	0.0%	Met 2018-19 Target
Teacher Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2018-19 Target
Number of Curriculum Resource Teachers	4	3	3	0	Met 2018-19 Target
Teacher of English Learners Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2018-19 Target
Student Lacking Own Copy of Textbook Rate	0.0%	0.0%	0.0%	0.0%	Met 2018-19 Target
State School Facility Rating	100.0%	100.0%	100.0%	0.0%	Met 2018-19 Target
Local Facility Inspection Rating	2.65	3.08	3.13	0.05	Increase on a scale from 1 to 4 (4 being highest).
<b>2. Implementation of State Standards</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Change between 2017-18 &amp; 2018-19</b>	<b>Comments</b>
District Reading Assessment: Santee School District Identified (BAS and iReady)	56.85%	74.84%	62.78%	-12.06%	Decreased from 2017-18 percent of students meeting or exceeding standard
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: English Language Arts	75.67%	78.20%	76.50%	-1.70%	Decreased from 2017-18 percent of students meeting or exceeding standard
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: Mathematics	71.50%	73.30%	72.90%	-0.40%	Decreased from 2017-18 percent of students meeting or exceeding standard
Principal Observation Form: Grade Level Common Core State Standards (CCSS) Alignment	Met	Met	Met	Met	Observation data collected in 2018-19 included standards based evidence
<b>7. Course Access</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Change between 2017-18 &amp; 2018-19</b>	<b>Comments</b>
CTE Enrollment Rate	N/A	N/A	N/A	N/A	Santee is an Elementary School District and CTE courses are only offered at high school
English Learners enrolled in Programs and Services for Integrated and Designated English Language Development	100%	100%	100%	0%	Met target at 100 percent.
Student Electives	36	40	42	2	Met target

# Data Analysis

## Conditions of Learning: Basic Services, Implementation of State Standards, and Course Access

### Basic Services

- All teachers are fully credentialed
- All teachers meet State criteria for highly qualified
- All teachers have appropriate credentialing/authorizations
- All students have access to instructional materials
- Santee School District meets all Williams requirements for facilities under the State School Facility Rating
- Locally developed facilities rating indicates a satisfactory rating with a variation from school site to school site

### Implementation of State Standards [Change between 2017-18 and 2018-19]

- 1.70 percentage point decrease in students near or above standard as measured by the CAASPP ELA interim assessments
- 0.40 percentage point decrease in students near or above standard as measured by the CAASPP Mathematics interim assessments

### Course Access

- All English Learners are enrolled in an integrated and designated English Learner Development course

## Stakeholder Conclusion and Input Notes

## Pupil Outcomes

4. Pupil Achievement	2016-17	2017-18	2018-19	Change between 2017-18 & 2018-19	Comments
California Assessment of Student performance and Progress (CAASPP): English Language Arts Overall Met or Exceeded Standard	54.52%	56.55%	55.67%	-0.88%	Decreased from 2017-18 percent of students meeting or exceeding standard
California Assessment of Student performance and Progress (CAASPP): Math Overall Met or Exceeded Standard	47.44%	49.10%	48.84%	-0.26%	Decreased from 2017-18 percent of students meeting or exceeding standard
California Assessment of Student performance and Progress (CAASPP): Science	N/A	N/A	N/A	N/A	CAASPP California Science Test (CAST) results will be reporting in early 2020

<b>Pupil Outcomes, continued</b>					
<b>4. Pupil Achievement</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Change between 2017-18 &amp; 2018-19</b>	<b>Comments</b>
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) English Language Arts Level 2 or Level 3	41.18%	56.00%	25.81%	-30.19%	Decreased from 2017-18 percent of students achieving Level 2 or Level 3.
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) Mathematics Level 2 or Level 3	29.41%	28.00%	12.91%	-15.09%	Decreased from 2017-18 percent of students achieving Level 2 or Level 3.
English Learner Progress Indicator (ELPI) California School Dashboard.	74.50%	N/A	53.90%	N/A	Status only is reported for the 2019 CA Schools Dashboard. Current performance status is "Medium." 2018-19 is new baseline.
English Learner Reclassification Rate	15.20%	8.80%	11.10%	2.3%	English Learner reclassification rate
<b>8. Other Pupil Outcomes</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Change between 2017-18 &amp; 2018-19</b>	<b>Comments</b>
Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards)	49.30%	56.62%	50.00%	-6.62%	Decreased from 2017-18 percent of students meeting at least 5 of the Healthy Fitness Zone standards.

## Data Analysis

### Pupil Outcomes: Pupil Achievement and Other Pupil Outcomes

#### Pupil Achievement [Change between 2017-18 and 2018-19]

- 0.88 percentage point decrease in students meeting or exceeding standards as measured by the CAASPP ELA
- 0.26 percentage point decrease in students meeting or exceeding standards as measured by the CAASPP Mathematics
- The English Learner Performance Index (ELPI) reported status only on the 2019 California Schools Dashboard. Santee School District's performance status is Medium. Status is reported as 5 categories; Very High, High, Medium, Low, and Very Low. Status and change with a performance color assignment will be reported on the 2020 dashboard
- 2.30 percentage point increase in the District's English Language Reclassification rate

#### Other Pupil Outcomes [Change between 2017-18 and 2018-19]

- 6.62 percentage point decrease in Physical Fitness test results

## Stakeholder Conclusion and Input Notes

## Metrics and Data for Eight State Priority Areas, continued

<b>Engagement</b>					
<b>3. Parent Involvement</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Change between 2017-18 &amp; 2018-19</b>	<b>Comments</b>
Number of Volunteer Hours	57,702	40,057	43,918	3,861	Increase in previous year volunteer hours
Number of Parent Committee Members	245	241	248	7	Number of parent committee members increased slightly
<b>5. Pupil Engagement</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Change between 2017-18 &amp; 2018-19</b>	<b>Comments</b>
Attendance Rate	95.83%	95.76%	95.90%	0.14%	Increase from previous year's attendance rate
Chronic Absenteeism Rate	7.10%	7.60%	7.00%	-0.60%	Decrease in Chronic Absenteeism Rate
Middle School Dropout Rate	One or more grade levels have zero enrollment and a rate cannot be calculated.				
<b>6. School Climate</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Change between 2017-18 &amp; 2018-19</b>	<b>Comments</b>
School Attendance Review Team (SART) Contract Rate: District Identified per 1,000 students	8.0 : 1,000	8.69 : 1,000	9.82 : 1,000	1.13 : 1,000	Increase in SART Contract Rate
School Attendance Review Board (SARB) Referral Rate: District Identified per 1,000 students	0 : 1,000	0.44 : 1,000	0.15 : 1,000	-0.29 : 1,000	Decrease in SARB referrals
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	No change in Expulsion Rate
Suspension Rate	5.10%	4.40%	4.30%	-0.10%	Decrease in suspension rate
4th – 8th Graders Feeling Safe or Very Safe at School	65.65%	62.57%	62.44%	-0.13%	Decrease in percent of 4th-8th Graders Feeling Safe at School
California Healthy Kids Survey (Grade 7) School Connectedness	62.00%	44.00%	63.00%	19.00%	Increase in percent of 7th Grade Students responding "High" on School Connectedness

# Data Analysis

## Engagement: Parent Involvement, Pupil Engagement, and School Climate

### Parent Involvement [Change between 2017-18 and 2018-19]

- Approximately ten percent increase in number of volunteer hours
- Approximately three percent increase in the number of parents serving on District and site committees

### Pupil Engagement [Change between 2017-18 and 2018-19]

- 0.14 percentage point increase in Attendance Rate
- 0.60 percentage point decrease in student Chronic Absenteeism (percentage of students who were absent more than 10% of school days)

### School Climate [Change between 2017-18 and 2018-19]

- Approximately thirteen percent increase in SART referrals
- 0.10 percentage point decrease in suspension rate
- The Caring School Survey was given throughout the District and measured the degree that 4-8th grade students felt safe or very safe. This rate decreased approximately one-tenth of a percentage point from the prior year.

## Stakeholder Conclusion and Input Notes

## Santee School District

Cajon Park

Carlton Hills

Carlton Oaks

Chet F. Harritt STEAM

Hill Creek

Pepper Drive

PRIDE Academy

Rio Seco

Sycamore Canyon

Santee Success Program

Alternative School



Santee School District's  
1:1 Digital Initiative:  
*Where Young Minds  
Meet Open Doors*



## Stakeholder Input Timeline

Action Step	Venue/Method	Date/Time Period
LCAP Annual Review with Community Stakeholders	LCAP Meeting	March 12, 2020
Obtain parent/staff comments/questions on draft	District Advisory Council (DAC) Meeting	May 14, 2020
Obtain parent/staff comments/questions on draft	District-level English Language Advisory Council (DELAC) Meeting	May 15, 2020
Inform public of opportunity to provide input	Post on District and school websites	May 15, 2020
Conduct Public Hearing	Board Meeting	June 2, 2020
Adopt 2020-21 LCAP and District Budget	Board Meeting	June 16, 2020

### Key Terms

AMAO	Annual Measureable Achievement Objective
CAASPP	California Assessment of Student Performance and Progress
CAST	California Science Test
CCSS	Common Core State Standards
ELA	English Language Arts
ELD	English Language Development
ELPAC	English Language Proficiency Assessment for California
ELPI	English Language Progress Indicator
FTE	Full-Time Equivalent
IEP	Individualized Education Plan
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
SBAC	Smarter Balanced Assessment Consortium